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	Nota di contenuto	Chapter 1: Introduction -- Chapter 2: Setting the Scene -- Chapter 3: Rethinking the Aims of Translator Education -- Chapter 4: Towards Metacognitive Translator Training -- Chapter 5: Activation of Personal Resources -- Chapter 6: Self-reflection as a Strategy in Metacognitive Translator Training -- Chapter 7: Exploratory Study on Metacognition and Professional Development -- Chapter 8: A Model of Metacognitive Support -- Chapter 9: Conclusion.
	Sommario/riassunto	This book explores new developments and objectives in translator education, with a focus on metacognitive aspects of both translating and learning to become a translator. The author reports on an

exploratory study on translation graduates with particular attention to the effects of metacognitive awareness on their professional development. The data collected show that, despite the growing demand on translation services and advancement of translation technology, there are still a great number of translation graduates who decide not to become professional translators. The findings show a number of reasons why they choose different career paths and discuss the correlations between their self-concept and their professional development, as reflected in their academic performance, career choice, career paths, job satisfaction and perceived success. The book will appeal to teachers, trainers and academics in the field of translation studies, and more specifically translation as a profession and translator competence. Paulina Pietrzak is Assistant Professor of Linguistics at the University of ód, Poland.